

Drawing a carbon cycle

Teacher Directions

This activity is designed to have students practice the technique of making a biological drawing. Biological drawings are an important skill for students to have for laboratory work and for communication in science.

Provide the students with a list of guidelines for good biological drawings. Students may need to reference their notes when completing the assessment of the final copy of the drawings.

Student directions

This activity is called a placemat activity. You and your group members will draw a carbon cycle on your copy of this assignment. At a signal from your teacher you will pass your drawing to the next group and you will receive a drawing from another group to make additions and modify. Drawings will be passed at least twice and then for the final pass you will be given a rubric to assess the drawing you have received. Make corrections and add comments to help improve the quality of the drawing.

Draw a labeled example of the carbon cycle for one named biome (habitat) that you have studied in your unit. Include natural and anthropogenic sources of carbon in your diagram.

Support material

Markschemes/marketing notes: Assessment Criteria

- includes producers,
- consumers (at least 2 levels),
- decomposers
- combustion/energy production/anthropogenic source appropriate to location
- use of arrows to indicate trophic/feeding relationships
- atmospheric carbon included
- follows the rules of good diagrams (1/3 to 1/2 page in size, labels are clearly printed, in pencil, straight lines used to link labels to features of diagram, a clear and descriptive title, clearly drawn with attention to proportion and relative size and position)
- comments to the diagram based on the rubric to improve the future work of students

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Subject:

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Biology

DP Component & Criteria:

Short-answer Questions/Paper 2 and 3,
D. Manipulative Skills

Component type:

Internal

MYP Criteria:

Group 4 / Sciences